

POSITION TITLE: Teacher – Exceptional Education – Real School / Thirteen Acres

QUALIFICATIONS: Must have a collegiate or postgraduate professional license or be eligible for a provisional license in special education. One year of teaching experience or its equivalency preferred. Bilingual skills to include Spanish are a plus. One year of experience conducting lessons and assessing student progress, maintaining student discipline in the classroom, meeting with parents to discuss student progress and problem areas preferred. Must have knowledge of current trends and methodologies used to address the needs of children with behavioral challenges. Must have successful experience in analyzing and assessing behavior, developing, planning and implementing behavioral interventions. Must have knowledge and skills in the development and implementation of instructional strategies and interventions to meet the academic and social/emotional needs of students with significant behavioral challenges. A proven record of success based on multiple measures of student achievement and/or supporting documentation that provides evidence of potential for success in a high needs urban school preferred. Experience working collaboratively preferred. Experience providing ongoing academic guidance for students preferred.

PERFORMANCE EXPECTATIONS: Knows and effectively communicates the Richmond City Public Schools (“RCPS”) philosophy and mission. Plans and implements a program of study that meets the individual needs, interests and abilities of students. Creates a classroom environment that is conducive to learning and appropriate to the developmental level of the students. Prepares for classes assigned and shows written evidence of preparation in accordance with RCPS, state and federal guidelines. Guides the learning process towards the achievement of curriculum goals and within the content of these goals, establishes clear objectives for all lessons, units, and projects with the ability to communicate these objectives effectively to students. Integrates techniques to enhance instruction for students with social, communication, behavioral and learning challenges. Collaborates with staff to develop understanding of a variety of methods to improve student behavior. Assists with the development of functional behavioral assessments and behavioral intervention plans. Establishes high expectations for academic success and classroom behavior. Employs a variety of instructional techniques and instructional media to meet the needs and capabilities of the student or students involved. Meets and plans regularly with content or grade level teams to develop unit and lesson plans, identifies and discusses approaches to teaching and learning, reviews and disaggregates data, and collectively work to improve the school. Identifies special needs and seeks the assistance of RCPS specialists. Follows a standardized protocol for assessing students’ baseline skills, developing IEPs aligned with the students’ needs, using data collection tools to measure student progress and inform instruction, and providing skill-specific instruction utilizing environmental supports. Includes parents and caregivers in all aspects of the program including the IEP process, person-centered planning, review of student progress, and sharing of techniques/materials which can be used in the home and community setting to facilitate generalization of skills. Maintains accurate and complete records as required by law and RCPS policy. Assists in designing, upholding and enforcing school rules, administrative regulations and School Board Policy. Actively participates in faculty and/or department meetings. Strives to maintain and improve professional competence. Exerts leadership in working with school and RCPS staff. Assists in the selection of books, equipment and other instructional materials. Establishes and maintains open lines of communication with students and their parents. Provides for professional growth through an ongoing program of reading, workshops, seminars, conferences and/or advanced course work at institutions of higher learning. Assists in the preparation of data for local, state and federal reports. Assists in the

collection of data for providing appropriate intervention. Participates in faculty committee meetings; chaperoning, counseling and other similar responsibilities that are part of the school's service in loco parentis; and exercises discretionary authority over day-to-day teaching functions. Performs other related duties as assigned.

GENERAL DEFINITION AND CONDITIONS OF WORK: Duties performed typically in a school setting. Performs professional work providing teaching and/or training services to students in a specialized subject. Work requires frequent standing, sitting, light lifting up to 10 pounds, walking, vocal communication for expressing or exchanging ideas, hearing to perceive information at a normal spoken word level and visual acuity for preparing and analyzing written or computer data.

REPORTS TO: Principal

PAY SCHEDULE: Teacher Salary Schedule

LENGTH OF CONTRACT: 200 Days (9.5 months)

FLSA: Exempt